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ABSTRACT

The learning module described is designed for bilingual teachers who want to improve skills at training bilingual teacher aides. The product is presented in both English and Spanish. The scope and sequencing of topics in the four modules composing the entire package is outlined. The activities and resources involved in the use of the module are described. Ordering information for materials and a critique of the module are also included. (JD)

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ED168988

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: AUXILIARY PERSONNEL IN THE BILINGUAL CLASSROOM - (Bilingual Education Design - A Teacher Training System)

Publication Date(s): September 1978

Intended Users: Bilingual teachers who want to improve skills at training paraprofessionals

Grade Level(s): Adults and upper high school level students, including peer tutors and parents

Number: Group

Primary Focus: The intent of this product is to develop the skills which will enable teachers to train paraprofessionals to perform instructional activities in a bilingual classroom.

School subject(s) and/or inservice topic(s) covered:

These are inservice training materials for teachers to develop skills in defining roles, identifying and assessing knowledge and awareness and training paraprofessionals in the bilingual classroom. The product is presented both in English and Spanish.

What participant does in using the materials:

Participants read materials, view filmstrips and discuss them, view videotape assessing the skills of the bilingual paraprofessional, and participate in role playing situations. These activities, which take place in four separate sessions, require an approximate total of 10 hours of instruction.

Resources:

Provided are four packaged modules, containing trainer manuals, filmstrips, videotape, audiotapes, handouts, tests and program structures.

Not provided are: a trainer, space and materials, synchronized sound filmstrip projector, overhead transparency projector, audio cassette player, projection screen, and a 3/4" videotape player and monitor

Describer critique:

This product is quite comprehensive and seems to address all the pertinent elements needed by teachers in training paraprofessionals in a bilingual classroom. It spells out all the steps in the process of developing good skills in training and assessing the performance of auxiliary personnel in such a setting. It does so by providing great detail and varied support materials.

(CM) teacher aides
Bi 2 (Bi) teacher strategies TD

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

SP013 982

1.0 PURPOSES:

RATIONALE

The main purpose of this product was to provide training materials (which had been found to be unavailable) for teachers to expand the body of instructors who could teach in a bilingual setting and provide children with well trained and understanding teachers.

GOALS

This product is intended to provide teachers with the essential knowledge, skills, awareness and training needed to prepare the bilingual paraprofessional and other auxiliary personnel to perform effectivly in the bilingual classroom.

OBJECTIVES

This training is detailed, and explicitly states the objectives in each module which the teacher (participant) is expected to achieve.

Some changes in attitudes and enhancement of information will probably ensue, but the focus is on gaining skills in the training of bilingual paraprofessionals. These skills include defining the role of the paraprofessional, identifying and assessing a paraprofessional's skills, and training the paraprofessional.

2.0 CONTENT — Scope and Sequencing of Topics:

This package is composed of four modules:

Module I: Role Definition of the Paraprofessional. (Maximum Time 1½ hours)

1. Trainer's Manual
1. Handout #7, "Emerging Role of the PP in the Bilingual Classroom"
1. Handout #2, "Staffing Plans"
1. Sound Filmstrip "PPs At Work In The Bilingual Classroom"
24. Criterion-Referenced Tests
24. Program Structures

Module II: Identification and Assessment of the Paraprofessional's Skills

1. Trainer's Manual
1. Handout #1, "Skills and Knowledge Needed By the Bilingual PP"
1. Handout #2, "Language Skills of the Bilingual PP"
1. Handout #3, Application for Bilingual PP" (English and Spanish)
1. Handout #4, Application Checklist"
1. Handout #5, "Organizing a Talent Pool"
1. Transparency, #1, Sample, cloze Procedure
1. Transparency, #2, Mr. Garcia's schedule
1. Transparency, #3, Sample Daily Schedule
24. Criterion-Referenced Tests
24, Program Structure Sheets

Module III: Training Procedure for the Paraprofessional (Maximum Time: 2 hours)

1. Trainer's Manual
1. Handout #1, "Training Format"
1. Handout #2, "Criteria for Assessing the PP"
1. Handout #3, "Training Exercise"
1. Audiotape: "Planning by the Teacher and PP"
1. Videotape: "Assessing the Skills of the Bilingual PP"
24. Criterion-Referenced Tests
24. Program Structure Sheets

Module IV: Roles and Responsibilities of Volunteer Personnel in the Bilingual Classroom (Maximum Time: 1½ hours)

1. Trainer's Manual
1. Sound Filmstrip: "Auxiliary Personnel at Work"
24. Handout #1, Volunteers in the Bilingual Classroom"
24. Handout #2, Bibliography for Auxiliary Personnel in the Classroom"
4. Envelopes, Role playing situations and scripts
24. Criterion - Referenced Tests and 24 Program Structure Sheets

The Modules should be used in sequence. Each Module builds upon and uses skills acquired in the preceding one. There are no prerequisites for the use of the product.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Each group of participants (suggested size: 24) is seated in a classroom-like setting, around tables in groups of 6. A suggested room arrangement is illustrated in the Trainer's Manual, and each room contains a chalkboard and AV equipment, as specified.

A trainer introduces each module component and follows very specific instructions in the training session. Participants follow instructions which may be viewing filmstrips, and discussing them; discussing handouts; doing exercises and sharing classroom situations. At the end of each module, participants take a Criterion-Referenced Test. Each module represents a session, and although there are no specific instructions as to scheduling, the indications are that the sessions occur on separate days. They can also be offered in larger time blocks for multi-day workshops.

3.2 Help given in use of product:

The Trainer's Manual for each of the Modules very specifically outlines what must be done, and explains each step in great detail. The Performance Objectives and the Process Objectives are stated at the beginning of each Module; and both the resources provided in the package and the resources which must be provided by the trainer are clearly itemized. Nothing is left to chance. All the materials are in English and in Spanish.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

For each of the four modules, there is a Criterion-Referenced Test which measures the participants' mastery of stated Performance Objectives, and which is given at the end of the Module. Stated Process Objectives are measured by the Trainer Groups Observations during or after each session. The User (Educational Agency) will need to determine its own criteria for successful performance.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Besides the program components provided in the Package participants will need the following materials or personnel:

1. A Trainer
2. A room (with tables and blackboard) large enough to accommodate up to 24 people
3. Pencils and paper
4. Synchronized sound filmstrip projector
5. Overhead transparency projector
6. 3/4" videotape player
7. Videotape monitor
8. Projection Screen
9. Time to allow for completing 4 sessions, each between 1½ and 2½ hours

5.2 Distributor name/address:

Arizona Bilingual Materials Development Center
College of Education, Box 601
University of Arizona
Tucson, Arizona 85721 Dr. Angel Carranza

Tel. (602) 626-1618

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
AUXILIARY PERSONNEL IN THE BILINGUAL CLASSROOM				
4 Modules	$300. - complete			y
4 Trainer's Manuals				y
12 Handouts (24 of ea.)	$1.50 each additional		1 per part.	y
1 Videotape				y
2 Filmstrips				y
3 Audiotapes				y
5 Transparencies				y
4 Envelopes with Role Playing Situations				y
4 sets of 24 Tests and 24 Program Structure Sheets	$.12 each add. set.		1 per part. 1 per part.	no y

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The developers are Elizabeth M. Antley, Education Department (Project Director) and Angel J. Carranza, (Assistant Director),
Arizona Bilingual Materials Development Center
College of Education, University of Arizona.

Dr. Carranza stated that Dr, Antley was formerly on the faculty of the University and is currently the Director of the Center. There is a staff of writers and experts who participate in the development of the materials.

6.2 How developed and when:

This product was started in 1974. It was developed under HEW grant under title VII. The materials were developed after a needs assessment was made, which resulted in the realization that appropriate bilingual materials were not available. There were 2 phases of evaluation: 1) a group of teachers from the state examined materials and made recommendations for changes; (2) materials were sent to 15 sites throughout the country for Pilot testing, and then evaluated by users. Recommendations were made and were incorporated in the final product.

6.3 Evidence of effectiveness with users:

Data from the field-tests conducted are not available at this time.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

If the instructions and steps are followed by the participants in the recommended sequence, the stated objectives could definitely be achieved. There is need for a trainer, but since the training manuals are so specific, any individual willing to assume the role could do so by following all the instructions.

Since the subject of this product is very specific, not much adaptability is possible, though the general approach to training (specific, step-by-step, multi-media) could be emulated for other areas. The range of users, as recommended, is already quite varied but could be broadened to suit users not mentioned here.

All the components of this product are colorful, slick and of good technical quality. They are well packaged and every element of each module (which are individually boxed) can very readily be located.

Content accuracy/social fairness/community acceptance issues:

Not only is this material bilingual, but it also stresses the multicultural element which is said to be an important component for teachers and paraprofessionals to consider. The developers state, "A program which promotes the development and use of 2 languages makes a strong statement of cultural awareness and acceptance to those who participate in it." Much attention seems to have been paid not to display sex bias, especially in the text.

Overall summary/comment:

This product seems to have addressed all the important elements encompassed in the training of paraprofessional, peers or parent-aides, in a bilingual classroom. In this day, when bilingual education is greatly encouraged, a product such as this one--well written and presented in a pleasant and colorful manner--could meet a clearly-identified need most effectively.

L.B. (1/79)